

JASPER COUNTY HIGH

913 Grays Road
Ridgeland, S.C. 29936

GRADES 9-12 High School

ENROLLMENT 793 Students

PRINCIPAL Mr. Edmund Burnes 843-717-1501

SUPERINTENDENT Dr. William Singleton 843-717-1100

BOARD CHAIR Patricia Walls 843-368-6587

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

4

2

6

6

4

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Average	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	48.8	N/A	N/A	63.2	N/A	N/A
Passed 1 subtest	25.3	N/A	N/A	18.6	N/A	N/A
Passed no subtests	25.9	N/A	N/A	18.2	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	94.2%	90.3%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	1.3	3.1
Seniors who met the SAT/ACT requirement	1.3	3.1
Seniors who met the grade point average	34.2	33.2

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	145	132
Number of Diplomas	121	95
Rate	83.4%	71.9%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	121	94.2	149	1.3	145	83.4	YES
Gender							
Male	56	94.6	75	1.3	70	78.6	N/A
Female	65	93.8	74	1.4	75	88.0	N/A
Racial/Ethnic Group							
White	13	92.3	10	0.0	12	58.3	N/A
African-American	106	94.3	132	0.8	126	86.5	
Asian/Pacific Islander	0	N/A	1	I/S	2	I/S	N/A
Hispanic	2	I/S	6	16.7	5	60.0	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	117	94.0	135	1.5	133	88.0	N/A
Disabilities other than speech	4	I/S	14	0.0	12	33.3	N/A
Migrant Status							
Migrant	2	I/S	0	N/A	0	N/A	N/A
Non-migrant	113	93.8	149	1.3	N/A	I/S	N/A
English Proficiency							
Limited English Proficient	2	I/S	4	I/S	1	I/S	N/A
Non-Limited English Proficient	114	93.9	145	1.4	136	83.8	N/A
Socio-Economic Status							
Subsidized meals	65	95.4	96	1.0	101	82.2	N/A
Full-pay meals	50	92.0	53	1.9	44	86.4	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	176	96.0	32.0	37.9	22.5	7.7	39.6	YES	YES
Gender									
Male	89	94.4	35.7	38.1	15.5	10.7	36.9	N/A	N/A
Female	87	97.7	28.2	37.6	29.4	4.7	42.4	N/A	N/A
Racial/Ethnic Group									
White	13	84.6	36.4	27.3	18.2	18.2	45.5	I/S	I/S
African-American	157	96.8	31.6	37.5	23.7	7.2	40.8	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	151	98.7	26.8	40.3	24.8	8.1	43.6	N/A	N/A
Disabled	25	80.0	70.0	20.0	5.0	5.0	10.0	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	176	96.0	32.0	37.9	22.5	7.7	39.6	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	176	96.0	32.0	37.9	22.5	7.7	39.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	134	97.0	30.8	39.2	23.1	6.9	40.0	YES	YES
Full-pay meals	42	92.9	35.9	33.3	20.5	10.3	38.5	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	176	96.0	45.0	32.0	18.9	4.1	34.9	YES	YES
Gender									
Male	89	94.4	45.2	29.8	21.4	3.6	34.5	N/A	N/A
Female	87	97.7	44.7	34.1	16.5	4.7	35.3	N/A	N/A
Racial/Ethnic Group									
White	13	84.6	36.4	45.5	9.1	9.1	36.4	I/S	I/S
African-American	157	96.8	46.7	30.3	19.1	3.9	34.9	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	151	98.7	38.3	36.2	21.5	4.0	38.9	N/A	N/A
Disabled	25	80.0	95.0	N/A	N/A	5.0	5.0	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	176	96.0	45.0	32.0	18.9	4.1	34.9	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	176	96.0	45.0	32.0	18.9	4.1	34.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	134	97.0	46.2	31.5	18.5	3.8	33.8	YES	YES
Full-pay meals	42	92.9	41.0	33.3	20.5	5.1	38.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 793)

Retention rate	8.9%	N/A	10.4%	9.1%
Attendance rate	96.4%	Up from 96.2%	95.9%	96.0%
Eligible for gifted and talented	5.0%	Up from 3.6%	3.4%	5.8%
With disabilities other than speech	13.1%	Down from 15.3%	13.1%	12.7%
Older than usual for grade	12.5%	Down from 17.8%	14.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.5%	3.5%	1.6%
Enrolled in AP/IB programs	9.5%	Down from 17.5%	6.6%	10.2%
Successful on AP/IB exams	N/AV		23.1%	53.8%
Annual dropout rate	0.3%	Down from 3.1%	2.9%	2.7%
Career/technology students in co-curricular organizations	0.0%	Down from 1.0%	4.0%	3.6%
Enrollment in career/technology center courses	601	Up from 329	338	466
Students participating in worked-based experiences	63.1%	Down from 92.9%	27.8%	25.7%
Career/technology students mastering core competencies	67.8%	Down from 75.3%	74.1%	77.7%
Career/technology completers placed	94.1%	Down from 97.2%	98.9%	99.3%

Teachers (n= 43)

Teachers with advanced degrees	48.8%	Up from 47.5%	43.6%	52.0%
Continuing contract teachers	44.2%	Down from 75.0%	67.6%	82.1%
Highly qualified teachers**	60.0%	N/A	87.5%	89.5%
Teachers with emergency or provisional certificates	27.0%		17.6%	8.6%
Teachers returning from previous year	75.3%	Up from 73.4%	82.0%	86.2%
Teacher attendance rate	93.9%	Down from 95.6%	94.5%	95.3%
Average teacher salary	\$40,002	Up 4.6%	\$39,634	\$41,060
Prof. development days/teacher	19.1 days	Up from 16.0 days	11.3 days	10.6 days

School

Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	30.6 to 1	Up from 26.0 to 1	22.9 to 1	26.4 to 1
Prime instructional time	88.0%	Down from 88.6%	86.8%	90.0%
Dollars spent per pupil*	\$5,528	Down 0.8%	\$7,451	\$6,310
Percent of expenditures for teacher salaries*	63.3%	Up from 61.1%	55.4%	57.9%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	98.8%	Down from 99.0%	90.2%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	75.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	No
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jasper County High School (JCHS) is the only public high school in Jasper County. It is an educational institution located in a rural area that serves students within a fifteen to twenty mile radius. In terms of quantity, as well as ethnicity, our student population has been fairly stable during the last few years. Currently 86% of our students are black, 12% are white, and 2% are Hispanic. JCHS predominantly operates on an AB block schedule, with each class period being ninety (90) minutes long. There are, however, a few four-by-four (4x4) ninety-minute classes designed for our freshmen who scored Below Basic on the PACT. The AB block schedule affords students the opportunity to earn eight (8) Carnegie credits per year, and makes it feasible for our students to attend the vocational school (Academy for Career Excellence) that serves Beaufort and Jasper Counties. At JCHS, our major focus is on improving student achievement. To do so, we have a very diverse curriculum to meet the unique need(s) of each student. Included in our curriculum are Tech Prep, College Prep, Honors, and Advanced Placement courses.

At the beginning of the school year, our faculty and staff, student representatives, SIC, PTSA, and community members revisited our four-year renewal plan to make curriculum and professional development suggestions as deemed necessary. The renewal plan will, however, be replaced with the SACS Action Plan developed for our Spring 2004 Peer Review visit.

Initiatives were continually implemented to improve student achievement. Among the initiatives were a daily English and Math transitional block for freshmen with academic plans, an English enrichment course for sophomores who had academic plans, an enrichment/remediation course (Project Test Wise) for students who failed the reading or math subtest of the Exit Exam, content area taught SAT classes, a Latin program, and the use of special software for technology-enhancing instruction, such as the Academy of Reading and Nova Net. Project Test Wise appears to be making a significant impact on the longitudinal passage rate and the graduation rate of our seniors, as we continue to see significant gains.

Our ESL and Special Education students were given the opportunity to take classes to meet their particular needs, and Resource classes were offered for elective credit. Because of our firm belief in inclusion, our Special Education students who attended self-contained classes were afforded the opportunity to be mainstreamed each day. Many life-skills learning opportunities were received by our TMD/PMD students.

With a "Walk of Pride" our students continue to model very good self-discipline. Our students, faculty and staff, District Office support staff, parents, Board and community members continue to work collaboratively to enhance a positive school climate and quality educational program.

Edmund Burnes, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	120	26
Percent satisfied with learning environment	57.8%	35.9%	53.8%
Percent satisfied with social and physical environment	54.3%	56.7%	48.0%
Percent satisfied with home-school relations	55.6%	69.7%	52.0%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.